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ABSTRACT

In an attempt to discover exactly how much of the school day was being used for instructional activities, the Austin Independent School District Office of Research and Evaluation undertook an intensive study in the areas of time use. Two hundred twenty-seven students across seven grade levels in 32 schools were randomly selected for observation on a minute-by-minute basis throughout the school day with an instrument developed specifically for the purpose. Five groups of students were observed: Title I students, non-Title I students in Title I schools, students in non-Title I schools, State Compensatory Education (SCE) students, and non-SCE students in SCE schools. The areas observed were area of instruction or activity in which the student under observation functioned for the major part of the preceding minute, the group size, any adult contact, the place in which instruction occurred, and the materials used by the student. Among the findings was that only 47-50 percent of the school day was used for instructional activities. Numerous charts and tables of data are included. (Author/IRT)

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WHERE DOES THE TIME GO?

A STUDY OF TIME USE IN PUBLIC SCHOOLS

A paper presented at the annual meeting of the
American Educational Research Association

March, 1978

Authors: Joy Hester
Glynn Ligon

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WHERE DOES THE TIME GO?
A STUDY OF TIME USE IN PUBLIC SCHOOLS

Day-long observations of students were conducted by the Austin ISD Office of Research and Evaluation during the 1976-1977 school year as part of an effort to determine exactly how time in the school day was being used in Austin ISD elementary schools. Minute-by-minute observations of 227 randomly selected students in 32 schools yielded 1,475 hours of observation data. Information collected through teacher questionnaires provided somewhat less extensive but relevant data related to instructional time at the secondary level. Results of these studies were disturbing to many administrators who had assumed that most of the school time available was being used for instruction, and changes in the system began to occur.

Because the amount of instruction that it is generally assumed a child receives and the amount he actually receives may be two very different things, and because a substantial body of literature indicates that the amount of schooling a child receives is relevant to his achievement (NIE, 1977), it is important to find out how much time is actually being spent in instructional activities in our schools. In an attempt to discover exactly how much of the school day in Austin, Texas, schools was being used for instructional activities, the Austin ISD Office of Research and Evaluation undertook an intensive study in the area of use of time in the school day. This study was couched in the evaluations of Title I and State Compensatory Education (SCE) programs at the elementary level (K-6),

where the major evaluation question was: *Do students receiving supplemental instruction through compensatory programs actually receive more time in instruction than do non-program students?* Related questions were: *Do students served by compensatory programs receive more adult contacts during instruction? Do they work in smaller groups? Is there a difference in the materials used by students in compensatory programs?*

These program-specific questions yielded data that showed a wider picture of extremely limited time for instruction in the public schools. The larger question became, then, *How much of the school day is allocated to instructional activity for students generally as well as for specific groups?*

A study at the secondary level in January of the same year showed that out of 60 instructional periods during a quarter, Austin teachers estimated that only 43 (72%) were generally used for regular instructional activities. This information served to support the need for an intensive study of the use of time in our schools. (Attachment I is a brief summary of this secondary study.)

Because the same constraints and demands that relate to the limited instructional time for Austin schools are probably present for most schools in the United States, the results of this study should provide perspective for educators in their efforts to respond to the data which tell them that time in instruction and the manner in which that time is used means higher achievement for their students.

THE TIME USE STUDY

Traditional methods of gathering information in this area have called for observation during particular periods of instruction to see

how time is used during reading, math, or whatever, while the remainder of the school day remained an assumption. Often these observational approaches have been focused on teacher activity rather than student activity. If the teacher functioned in an instructional mode, it was assumed that the student functioned likewise. While observations were adopted for this Austin study as the procedure for gathering the data needed at the K-6 level, the approach used was somewhat unique.

Procedure

An elaborate system of observations called for observation of five groups:

1) Title I students
2) Non-Title I students in Title I schools
3) Students in non-Title I schools
4) State Compensatory Education (SCE) students
5) Non-SCE students in SCE schools

Two hundred twenty-seven (227) students across seven grade levels in 32 schools were randomly selected for observation on a minute-by-minute basis throughout the school day with an instrument developed specifically for the purpose at hand. The activities of each student were recorded for each minute of the school day from the first minute of the day to the last minute. At the end of each minute the observers recorded the following information through tallies in appropriate columns:

1) the *area of instruction* or activity in which the student under observation functioned for the major part of the preceding minute
2) the *group size* in which the student predominantly functioned
3) any *adult contact* experienced by the student
4) the *place* in which instruction occurred
5) the *materials* used by the student

Although observers did not continue to observe the student on a minute-by-minute basis during lunch, recess, P.E., or music activities, the exact amount of time spent in each of these activities was recorded.

The observation instrument was dubbed the Pupil Activities Record, or PAR. Attachment II to this paper is a copy of the PAR, and Attachment III is a listing of the definitions of each category on the form. (A detailed manual for use of the form was developed and is available from the Austin ISD Office of Research and Evaluation upon request.)

Refinement of the directions for use of the instrument and training of the observers took place through numerous paired observations followed by discussions of problem areas. Reliability coefficients based on 32 categories were obtained in a series of reliability observations that took place at intervals throughout the year. With the exception of No Instruction, which showed a reliability coefficient of .79, all variables yielded coefficients of .95 or above for single rater reliability.

Observations for the entire school year were scheduled as discussed below. (Ligon & Hester, 1977)

> Title I: Each of the 20 Title I schools in the District was randomly assigned to a block of time in the school year (usually a week) during which a Title I student from each grade level was to be observed for an entire day. Two non-Title I students from the six largest Title I schools and one non-Title I student in each of the 14 other Title I schools were also selected for observation at that time. In addition, four non-Title I schools were randomly selected for observations, and one student in each grade level at those schools was observed.
>
> All students and observation days were randomly selected.
>
> SCE: Observations for SCE Evaluation were confined to the sixth grade and were assigned in two blocks to each school so that a full round of observations would be followed by another round of approximately the same number later in the year. The numbers of SCE students and non-SCE students were assigned according to the size of the student population of the school, and both students and observation days were randomly selected.

The following steps were taken with each observation. (Ligon & Hester, 1977)

1) Two memos and a brochure announcing upcoming observations were sent out to all schools approximately one month in advance of the onset of observations.

2) All teachers and school staffs were informed one to two weeks in advance that observations would be taking place in their school during a specified week, but *they were not informed of the exact day, time, or teachers that would be involved in those observations.*

3) Observers reported to the schools 10-15 minutes early in order to check in at the school and then acquaint themselves with the classroom teacher in whose classroom the observation was to begin. At that time the teacher was asked to identify four students selected previous to the observation. The teacher was also asked to verify the Title I status (Title I or non-Title I) of the selected students. *Teachers were never told exactly which of the four students was to be observed,* but in some instances it was obvious to the observer that by the end of the day the teacher had guessed which student was under observation.

4) After identifying the student for observation, the observer proceeded to observe the selected student throughout the school day. At the end of each minute of the observation period, the observer was required to make a tally in the appropriate column that would reflect the *area of instructional activity* in which the student observed had been predominantly involved during that minute. If no instructional activity had taken place during that minute, the observer recorded a tally under "No Instruction" or "Other," depending on the nature of the student's activity. If the student had been offtask within an assigned instructional activity, the "Offtask" column for the appropriate instructional area was marked.

   Other tallies were made at the end of each minute to indicate *any adults that the student may have had instructional contact with* and *the place of instruction* (classroom, reading lab, library, etc.) If no adult contact had been received, the "No one" category was checked. The *size of group* in which the student functioned was also recorded at the end of each minute.

   Although students were not actually observed during music, P.E., art, field trips, assemblies, track meets, etc., the amount of time spent by the student in those activities was recorded.

All *materials used by the student* during instructional time were also listed and coded by the observer.

5) At the end of the observation a reaction form was delivered to all teachers in whose classroom the observer had been present during the day. These reaction forms were delivered to teachers either personally or through their school mailboxes. Teachers completed the reaction forms at their convenience and returned them by school mail to the Office of Research and Evaluation.

Teacher Reactions

Study of the *reaction forms completed by teachers* and returned to ORE showed that . . . (Ligon & Hester, 1977)

> Almost *90%* of the responding teachers felt that it was "mostly true" or "completely true" that the *observations had been conducted at a convenient time.*
>
> Almost *80%* of the teachers felt it was "mostly true" or "completely true" that *activities observed were representative of the normal activities of the classroom.*
>
> More than *90%* felt that it was "mostly true or "completely true" that the *observer had not detracted from the classroom activities or the effectiveness of instructional activities.*

The positive nature of teacher responses on the reaction forms was something of a surprise to the evaluation staff, since it had been assumed that day-long observations would surely meet resistance from teachers who had previously had experience only with 30-45 minute observations. In fact, comparisons of the mean responses from teachers who had experienced the PAR in their classroom with teacher responses from previous years (using the same reaction form) showed that responses were very similar for both groups. *There proved to be little or no teacher resistance to day-long observations.*

Observer Reactions

Another problem that had been anticipated by developers of the PAR was observer boredom or stress. The act of passively marking tallies at one minute intervals throughout the day might lead to boredom or stress on the part of the observer, it was feared by the planners. However, the reality of the situation proved to provide adequate breaks in the minute-by-minute tallying along with adequate opportunities for movement through the building. Following students proved in fact to be a very active role for observers. Recess, lunch, P.E., music, art, and assemblies provided chunks of time in which the observer could take a break, chat with school personnel, and move about the building until it was time to "pick up" the student as he/she emerged from the activity which had not required minute-by-minute tallying. *Observer boredom or stress proved to be no problem.*

Time Use During School Day

Results of the observations are shown in the pie graphs on the following pages and in the tables in Attachment III. Study of the pie graphs shows why observer boredom did not prove to be a problem, since observers were required to make minute-by-minute tallies only during basic skills/major content areas instruction and during classroom activities considered to be non-instructional.

Study of the pie graphs shows that . . . (Hester, 1977)

Only 47-50% of the six and one-half hour school day was used for instructional activities.

One-third of the school day was devoted to reading/language arts activities (approximately two hours daily).

Figure 1: SCHOOL DAY FOR TITLE I STUDENTS

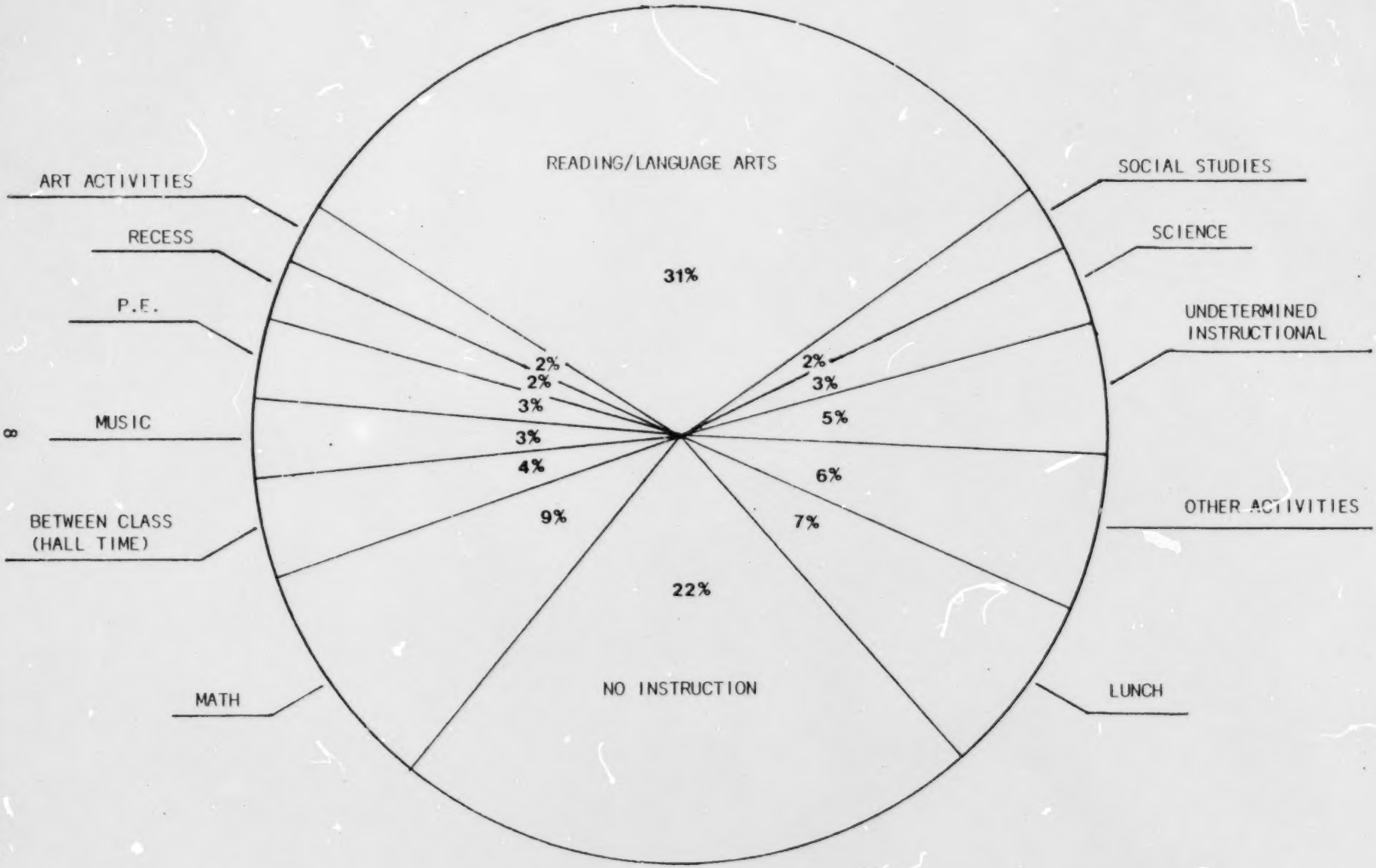


Figure 2: SCHOOL DAY FOR NON-TITLE I STUDENTS IN TITLE I SCHOOLS

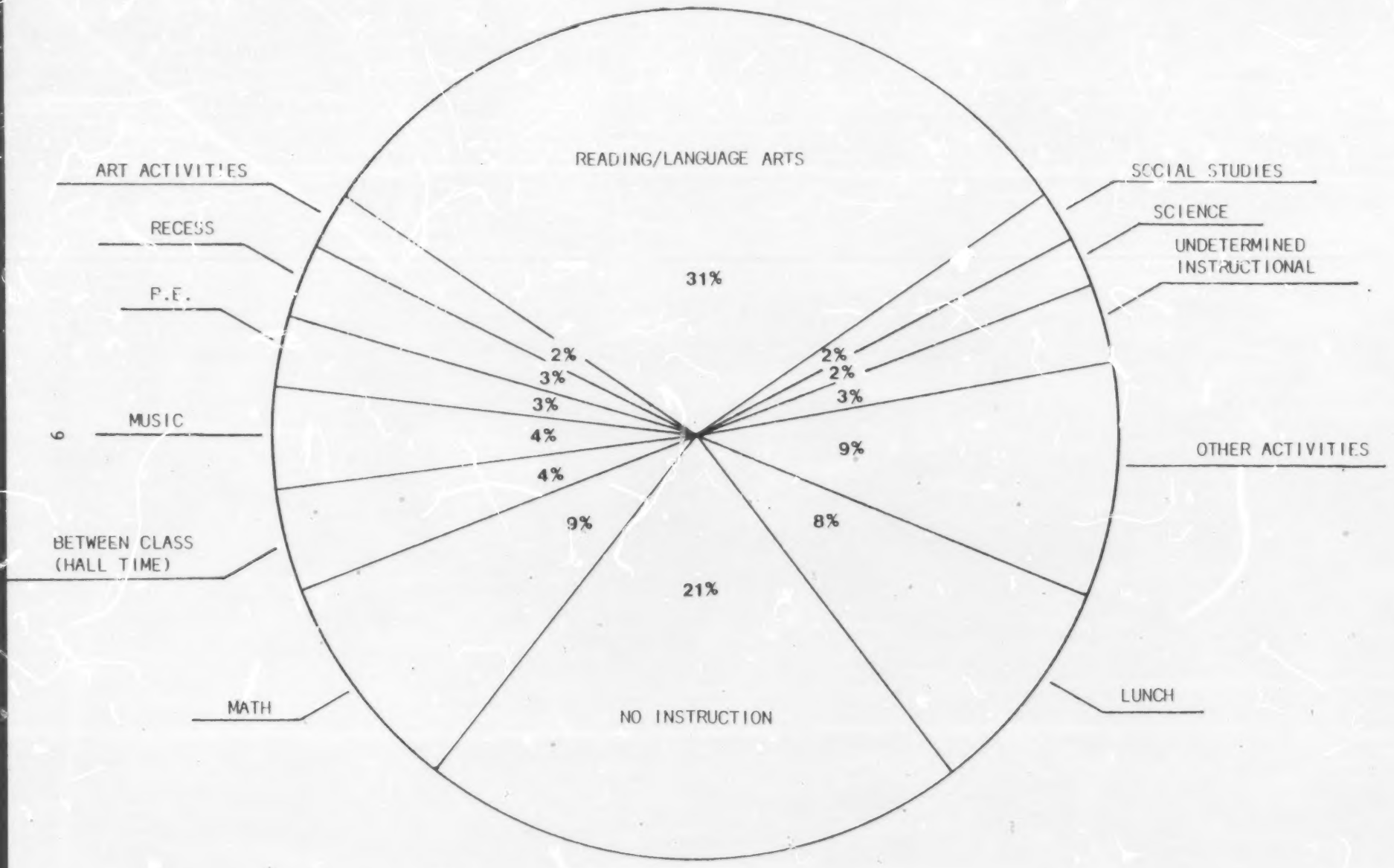


Figure 3: SCHOOL DAY FOR STUDENTS IN NON-TITLE I SCHOOLS

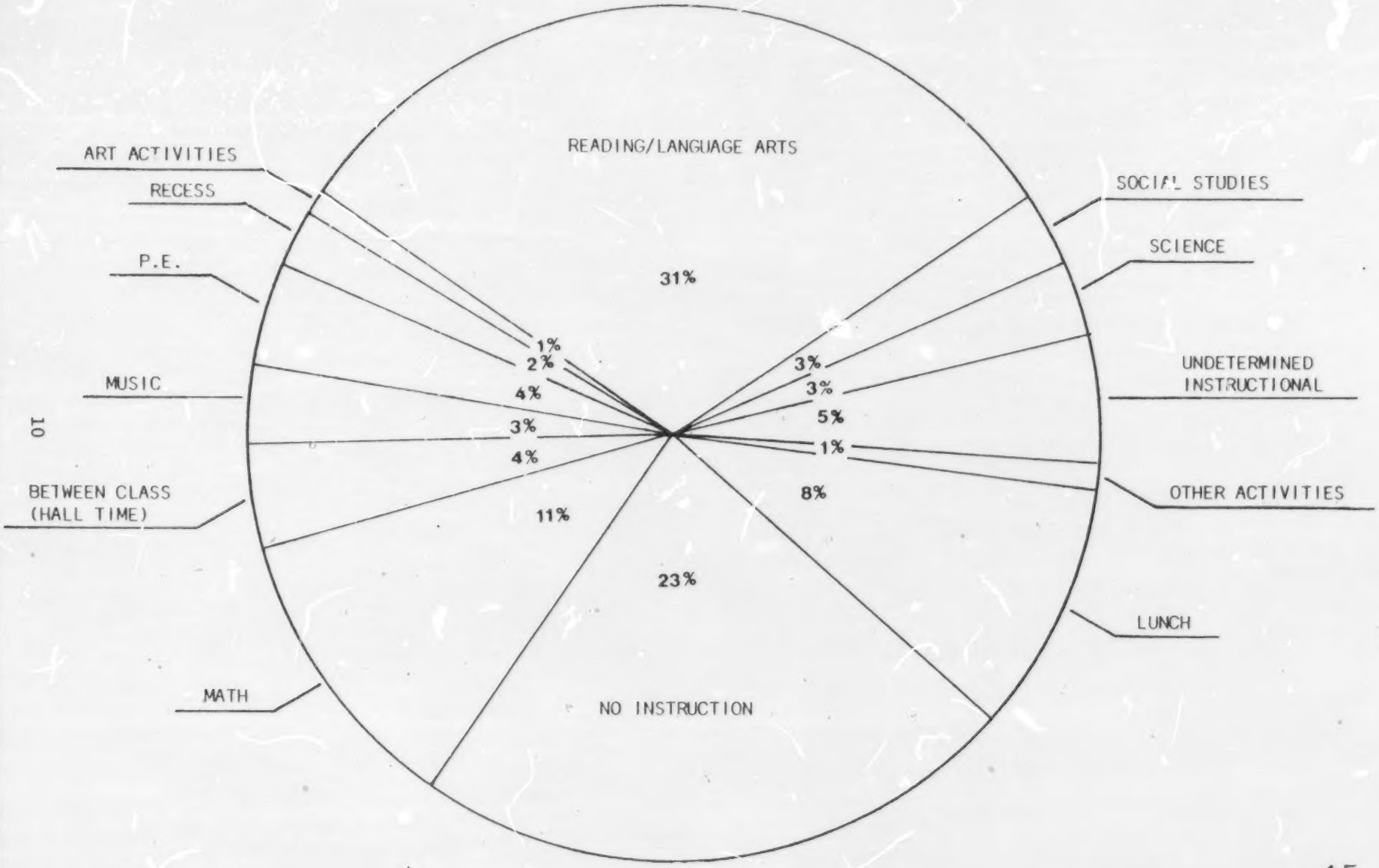


Figure 4: SCHOOL DAY FOR SCE STUDENTS

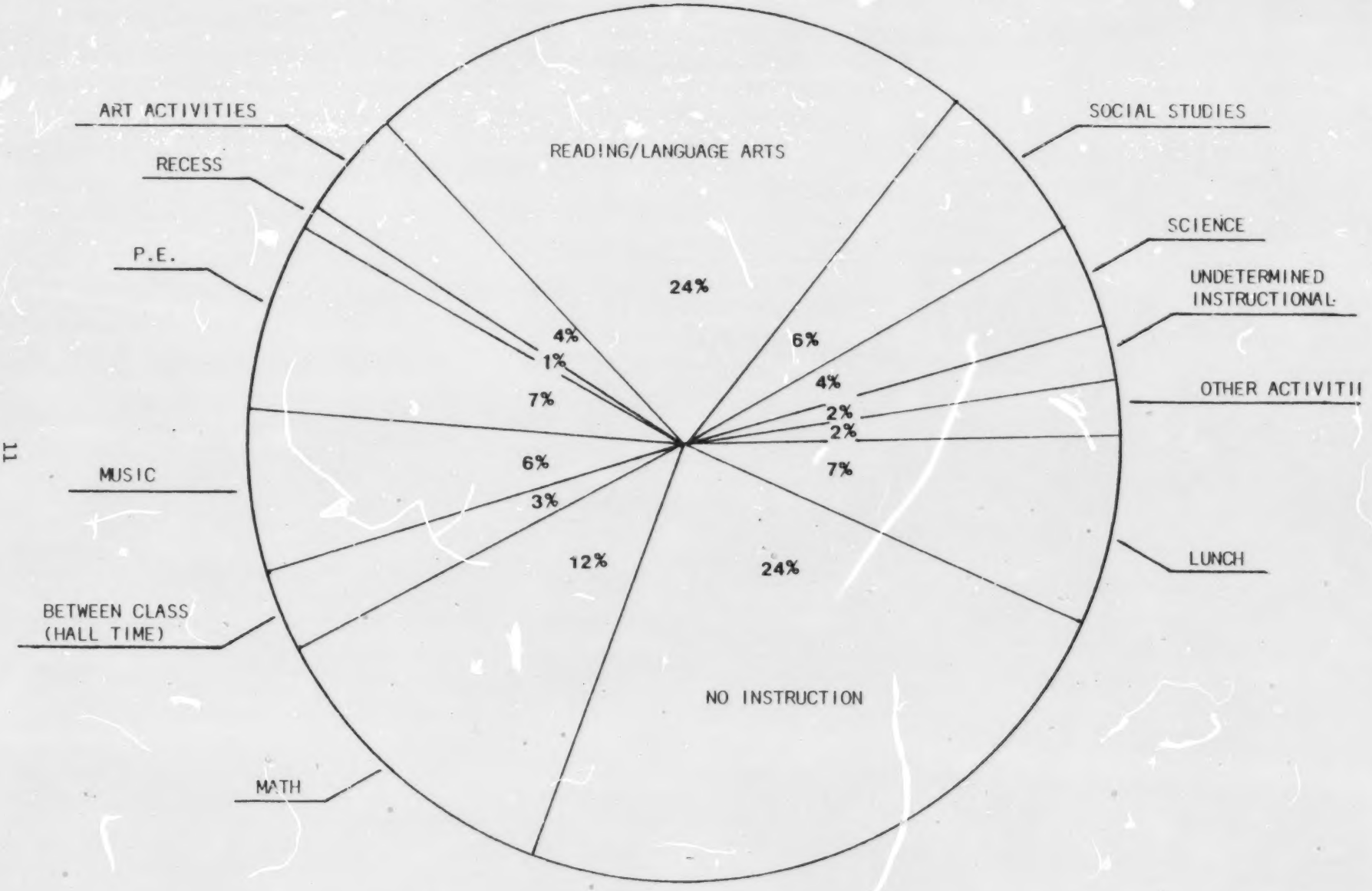
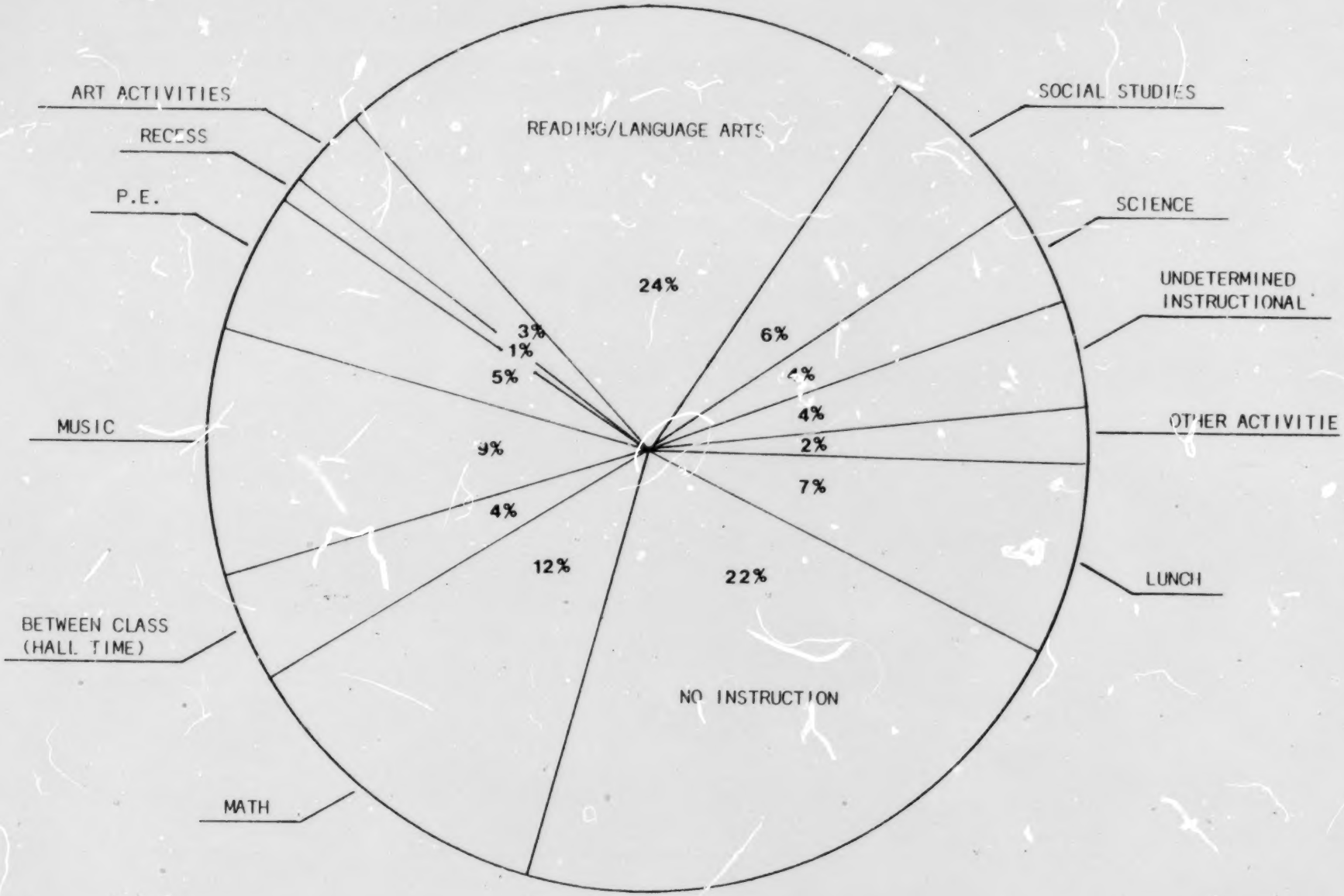


Figure 5: SCHOOL DAY FOR NON-SCE STUDENTS



Only 2-3% (9-12 minutes) of the school day at grades one through five was being spent in science activities. A further 2-3% of the day was devoted to social studies.

Approximately one-fifth of the school day for some groups and one-fourth of the day for other groups was spent in non-instructional activities such as listening to announcements, taking out and putting up supplies, bathroom trips, washing hands, classroom management/ disciplinary actions by the teacher, non-instructional directions from the teacher, and waiting for instruction from teacher.

Results pertinent to Title I showed that . . .

Students in Title I schools received approximately the same amount of time in reading/language arts activities as did students in non-Title I schools. Supplemental instruction for Title I students was not received through more time in reading instruction.

Students in both Title I and non-Title I schools spent very little time in social studies and science.

Title I students spent no more time in "hall time" going from class to class or from any one area to another area for instructional or non-instructional reasons than did non-Title I students. (4% of the day) In other words, Title I students who were being served through reading labs were not losing time from instruction by movement to and from a reading lab.

Because the differences between the groups was in most cases either non-existent or so slight that t-tests seemed superfluous, and because resources were limited at the time, no tests for significance of the differences were conducted until several months later. At that time the PAR data from grades 1-5 was analyzed in terms of:

1) Students who were served by Title I and no other special program
2) Students who were served by Title I and the Title VII Bilingual Program
3) Students in Title I schools who were served by no special programs
4) Students in non-Title I schools

A one way analysis of variance comparing the means of the four groups was done for each activity variable. In the cases where significant differences were found, additional analyses of variance and t-tests were performed. Results of that study showed that *Title I students received no more time in reading instruction (or any other areas) than did non-Title I students, and students in non-Title I schools spent significantly less time in Other activities than did students in non-Title I schools.* (Doss & Hester, 1978)

Results pertinent to SCE showed that . . .

> *There was very little difference in the allocation of time in the school day for SCE and non-SCE students in sixth grade. SCE students as a group did not receive supplemental instruction as extra instructional time in reading or math.*
>
> *Both groups spent approximately 25% of the school day in reading/language arts, 12% of the day in math, 6% in social studies, and 4% in science.*

Instruction from Certified Personnel

A student obviously does not need to be constantly under the direct supervision of a teacher; however, the finding that *students spent from one hour to one hour and 20 minutes per day receiving instruction directly from a certified teacher* had to be unexpected.

Figure 6 shows the averages for the students observed in this study. Several hypotheses are possible for differences among the groups (use of aides, student teachers, volunteers, etc.); however, no group averaged even half of their instructional time under the direct attention of a certified teacher.

Figure 6: Average Number of Minutes Per Day of Direct Instruction from Professional Instructors

Students	N	Number of Minutes
Title I (1-5)	96	69
Non-Title I in Title I Schools (1-5)	20	61
Non-Title I in Non-Title I Schools (1-5)	20	81
SCE (6)	47	75
Non-SCE (6)	18	82

*Professional adult instructors include the classroom teacher and other certified personnel. Not included are student teachers, aides, volunteers, etc.

Group Size

Figure 7 shows the number of minutes per school day students were engaged in groups of various sizes during instructional activities. The

consistency of the distribution of time in various group sizes across categories of students and grade levels is obvious. *Students spent the majority of their instructional time working alone. Whole class activities (14 or more students in a group) occupied most of the remaining time.*

Figure 7: Average Number of Minutes Per Day During Which Students Functioned in Various Group Sizes During Instructional Activities

		Group Size of . . .			
Students	N	1	2-7	8-13	14 or more
Title I (1-5)	96	1:42	:30	:14	:51
Non-Title I in Title I Schools (1-5)	20	1:50	:36	:16	:49
Non-Title I in Non-Title I Schools (1-5)	20	1:49	:15	:13	:58
SCE (6)	47	1:54	:15	:07	:60
Non-SCE (6)	18	1:45	:17	:10	:68

Use of Materials

With teacher training emphasizing individual needs and multi-media instruction, the amount of time students are engaged in the use of all types of instructional materials is of interest -- especially when the costs in terms of money and teacher preparation time are considered. Unfortunately, the number of observations required to relate materials use to achievement benefits is prohibitive.

Figure 8 shows the number of minutes per school day students were engaged in the use of various types of materials during instructional activities.

Tests and other commercial books and workbooks were the most frequently used materials. Teacher-prepared materials were used only about one-fifth as much. Teacher-made materials were used less than one-tenth as much.

Figure 9: Number of Minutes Per Day Students Were Engaged in Use of Various Materials During Instructional Activities

STUDENTS	N	STUDENT MADE	TEACHER MADE	TEACHER PREPARED		COMMERCIAL					OTHER
				DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	
TITLE I STUDENTS IN ... 1-5	96	:03	:10	:14	:07	:39	:18	:27	:06	:18	:14
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:02	:11	:19	:09	:42	:19	:21	:05	:17	:06
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS 1-5	20	:02	:07	:22	:04	:50	:24	:21	:03	:19	:13
SCE STUDENTS IN ... 6	47	:01	:02	:24	:00	1:60	:22	:28	:01	:13	:14
NON-SCE STUDENTS IN ... 6	18	:00	:01	:22	:00	1:63	:25	:19	:01	:07	:09

STUDENT MADE: Materials are constructed by the student (e.g., maps, models, special notebooks, etc.)
TEACHER MADE: Materials are developed by someone (teacher, aide, parent, etc.) from "scratch" (e.g., games, models, flashcards, etc.)
TEACHER PREPARED: Materials are assembled by the teacher from previously existing sources (e.g., dittos, xeroxed worksheets, laminated worksheets, etc.
COMMERCIAL: Materials are manufactured commercially (e.g., textbooks, reference or library books, workbooks, games, audiovisual equipment, etc
OTHER: Materials are of commercial or non-commercial origin and do not fit readily into the other categories (e.g., art-type supplies, laborat specimens, rocks, etc.)

Dissemination

The information discussed above was disseminated through final evaluation reports for Title I and SCE. More detailed information was available in technical reports for both evaluation projects, but these technical reports were not widely disseminated. The tables shown in Attachment IV were contained in the technical reports; information in the final reports was reported only through a simplified table. No graphs had been developed at that time.

When it became obvious to the Title I/SCE Evaluator that the information had had no impact, that it had in fact "died," *it was decided that more creative dissemination would be required.* The pie graphs contained in this paper were developed shortly thereafter, and a brochure was developed as a vehicle for the graphs. The brochure was presented to the

Board of Trustees at a meeting in which evaluation results for the District were reported by the Coordinator of Research and Evaluation. Most of the leading administrators in the District were present, along with several representatives of the local newspapers and television stations. *Awareness of the Time Use Study was born that night.*

Widespread dissemination of the brochure to teachers as well as administrators at all levels served to increase the attention the information received. The attention was often hostile and defensive, it must be noted, but *some things began to happen in the District which are possibly directly attributable to the Time Use Study:*

> Elementary teachers began to receive directives that recesses were no longer to be allowed. Planned P.E. activities were to suffice.
>
> A University of Texas at Austin study which seeks to pinpoint teacher practices that yield more ontask pupil behavior was supported by an administrator who before had not been supportive of university researchers. The study is now in progress.
>
> One of the SCE schools discontinued its daily enrichment period in which students were allowed to pursue whatever they chose. (One of our observers had observed a student wrap a string around a chair leg repeatedly for 35 minutes as his choice of an enriching experience for that day.)
>
> Instructional leaders have placed much emphasis on increasing time in social studies this school year.
>
> One of the SCE schools now voluntarily begins its school day 30 minutes earlier than other Austin ISD schools.
>
> When SCE Evaluation announced that PAR observations would not be a part of the evaluation design for the current year, the response from program staff was such that the PAR observations are once again being conducted. Program staff want to see if the changes that have been instigated as a result of last year's observations will yield more time in instruction as recorded by the PAR this year.

The PAR is being used again this year by both Title I and SCE evalua-

ions. Some changes have been made in the form in order to provide more detailed information regarding the important category of "No Instruction," and changes in the number of schools and grade levels to be observed have been made. The changes are such that comparisons will still be possible between 1976-77 and 1977-78 data. *If increased time in instructional activities is shown through these comparisons, the PAR itself and the Time Use Study must be acknowledged as one reason for the increase.*

QUESTIONNAIRE DATA AT THE SECONDARY LEVEL

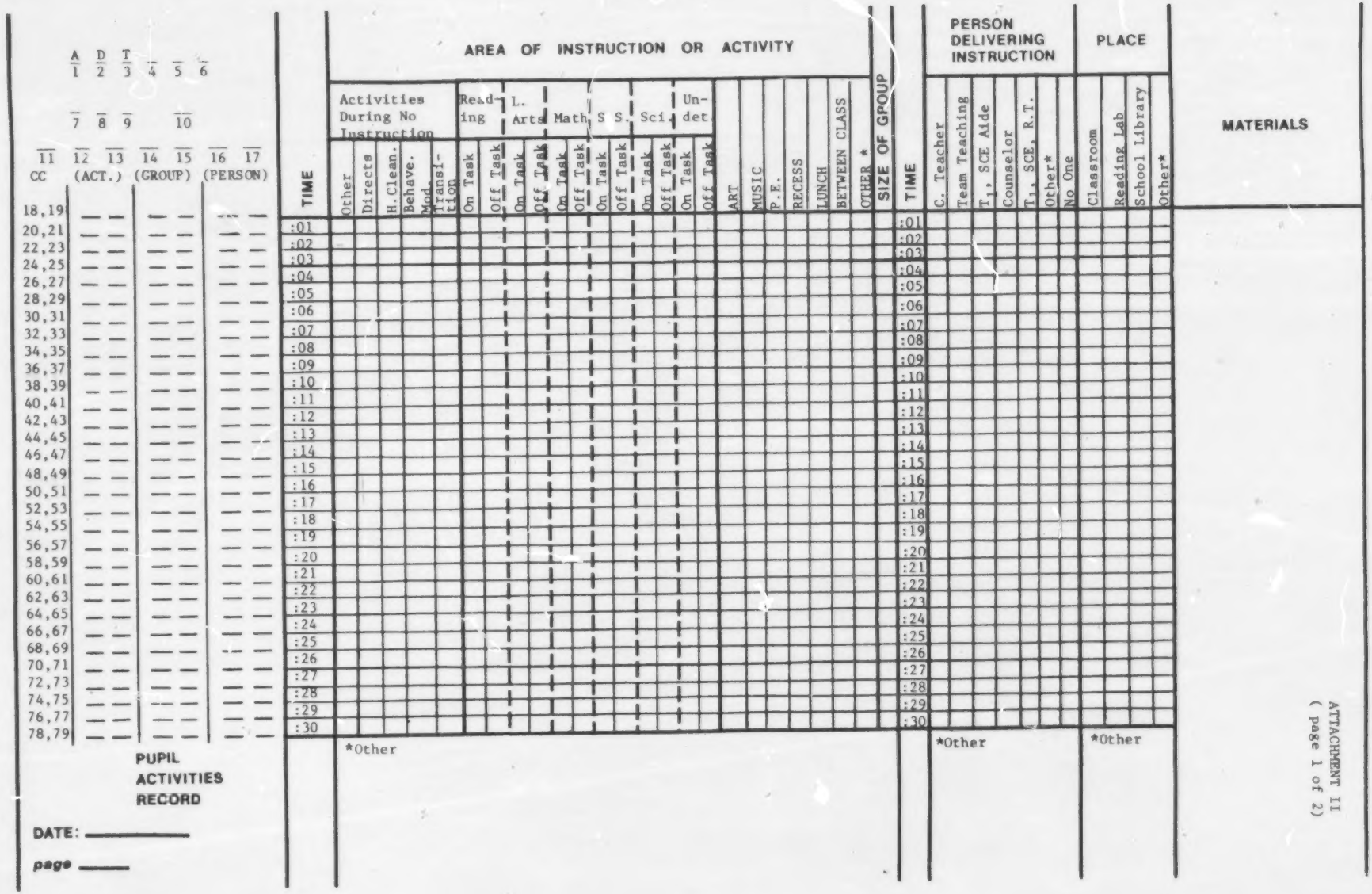
In January of 1977 all Austin ISD high school teachers were administered a questionnaire which included items asking them to estimate the number of class periods they lose each quarter to non-instructional causes. The return rate of 83% (after one reminder) provided 789 responses on which to base analyses and conclusions.

The figure below shows the teachers' estimates of the number of class periods per quarter lost for the reasons listed. The total of 12 periods when combined with an estimated five periods for testing represents 28% of the 60 class periods each quarter.

Out of 60 instructional periods during a quarter, only 43 (72%) were used for regular instructional activities according to teacher estimates. (Drezek, 1977)

Incidence of Non-Instructional Activity During a High School Quarter As Estimated by Teachers

USE	AVERAGE NUMBER OF PERIODS
When students attend assemblies/ pep rallies/etc.	2.6
When one third or more of students miss class	2.2
Course advising	2.1
Student course selection	1.9
Interruptions (announcements, visitors, etc.)	1.7
Teacher release time	1.1
Emergency situations when teacher leaves class	.7
TOTAL OF ABOVE	12.3
Testing	5.0
TOTAL NON-INSTRUCTIONAL	17.3



ATTACHMENT II
(page 1 of 2)

MATERIALS RECORD

	Start and End Times	Total Hours	Total Minutes	Instructional Area	Student Made	Teacher Made	Teacher Prepared: Ditto	Teacher Prepared: Other	Commercial: Text	Commercial: Other Books	Commercial: Work-books	Commercial: Games	Commercial: Audio Visual	Other	CC	Hours	Minutes	Instructional Area	St. Made	T. Made	T. Prep.	Com-mercial	Other
S															20-								
E															30	—	—	—	—	—	—	—	—
S															31-								
E															41	—	—	—	—	—	—	—	—
S															42-								
E															52	—	—	—	—	—	—	—	—
S															53-								
E															63	—	—	—	—	—	—	—	—
S															64-								
E															74	—	—	—	—	—	—	—	—

Begin card 2; CC 1-19 same as card 1

S															20-								
E															30	—	—	—	—	—	—	—	—
S															31-								
E															41	—	—	—	—	—	—	—	—
S															42-								
E															52	—	—	—	—	—	—	—	—
S															53-								
E															63	—	—	—	—	—	—	—	—
S															64-								
E															74	—	—	—	—	—	—	—	—

Begin card 3; CC 1-19 same as card 1

S															20-								
E															30	—	—	—	—	—	—	—	—
S															31-								
E															41	—	—	—	—	—	—	—	—
S															42-								
E															52	—	—	—	—	—	—	—	—
S															53-								
E															63	—	—	—	—	—	—	—	—
S															64-								
E															74	—	—	—	—	—	—	—	—

Begin card 4; CC 1-19 same as card 1

S															20-								
E															30	—	—	—	—	—	—	—	—
S															31-								
E															41	—	—	—	—	—	—	—	—
S															42-								
E															52	—	—	—	—	—	—	—	—
S															53-								
E															63	—	—	—	—	—	—	—	—
S															64-								
E															74	—	—	—	—	—	—	—	—

Begin card 5; CC 1-19 same as card 1

S															20-								
E															30	—	—	—	—	—	—	—	—
S															31-								
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E															63	—	—	—	—	—	—	—	—
S															64-								
E															74	—	—	—	—	—	—	—	—

Begin card 6; CC 1-19 same as card 1

S															20-								
E															30	—	—	—	—	—	—	—	—
S															31-								
E															41	—	—	—	—	—	—	—	—
S															42-								
E															52	—	—	—	—	—	—	—	—
S															53-								
E															63	—	—	—	—	—	—	—	—
S															64-								
E															74	—	—	—	—	—	—	—	—

*Other includes art materials as well as any other materials that do not fit in the categories allowed.

A description of each category used in the Pupil Activities Record is given below. These definitions are extracted from the Manual for the Use of the Pupil Activities Record. (Hester & Wilkinson, 1977)

NO INSTRUCTION: Student is not receiving instruction due to activity related to *day-to-day classroom functions* (e.g., saluting the flag, listening to school announcements, answering the roll call); *transitional activity within the classroom* (e.g., putting away materials); *receiving directions* (information imparted to the student on what to do rather than how to do it); *teacher engagement in classroom management* (disciplinary activities); or *outside interruption* (e.g., teacher called to the telephone, teacher called out of classroom for some reason).

READING: Student is involved in some reading activity during time delegated for instruction in reading (e.g., reading aloud in a group, reading silently at desk, doing exercises in a reading workbook), or during unassigned time.

LANGUAGE ARTS: Student is engaged in some language-related activity other than reading (e.g., spelling, writing, language games). The viewing of education television programs aimed at the development of language skills, such as "Sesame Street," "Electric Company," and "Carrascolendas" should be recorded in the Language Arts category.

MATHEMATICS: Student is engaged in activity related to mathematics (e.g., receiving instruction in mathematics, figuring solutions to problems, using mathematics-related materials).

SOCIAL STUDIES: Student is engaged in activity related to social studies (e.g., receiving instruction in social studies, making and/or coloring a map, watching a social studies film or educational television program, working in a workbook or researching a report related to social studies.)

SCIENCE: Student is engaged in activity related to science (e.g., receiving instruction in science or health, working on science project, performing experiment, viewing science film or educational television program related to science).

UNDETERMINED: Student is engaged in learning activities not specifically related to particular area of instruction (e.g., playing a game, finding a book in the library).

ART: Student is involved in some creative activity *not related to another area of instruction* (e.g., painting, drawing, weaving, sculpting).

MUSIC: Student is involved in some music-related activity *not related to another area of instruction* (e.g., singing or playing a musical instrument of some kind).

P.E.: Student is engaged in some organized physical activity (e.g., dancing, gymnastics, track and field events).

RECESS: Student is engaged, usually outside the school building, in teacher-approved activity not related to instruction.

LUNCH: Student participates in a mid-day meal during the time assigned for such activity.

Art, Music, P.E., Recess, and Lunch categories do not require the ontask/offtask determination, and the observer is not required to observe students during these activities. In these categories, the observer draws an arrow to indicate time spent in the activity rather than making minute-by-minute checkoffs.

BETWEEN CLASSES: Student is moving from one area of the school to another area (hall time).

OTHER: This category should be utilized by the observer *only if no other category is applicable.* In most cases, unusual activities will be recorded under Undetermined or No Instruction. Examples of activities which would be recorded under Other are kindergarten naps, field trips, assemblies, school fairs, track meets, fire drills, and private sessions with the counselor or principal.

ONTASK: Student is engaged in an assigned activity.

OFFTASK: Student is not engaged in the activity which has been assigned.

Examples of ontask activities are: working within a group on a class assignment, listening attentively to a lecture, and reading assigned material. Examples of offtask activities are horseplay, talking during a lecture, doing homework instead of participating in ongoing activities, and sleeping.

SIZE OF GROUP: The number of students involved in instructional activity with the student observed *plus* the student under observation is recorded, *only during instructional activities in the basic skills/major content areas* (Reading, Language Arts, Social Studies, Science, Math, and Undetermined).

PERSON DELIVERING INSTRUCTION: The adults who had contact with the student under observation are recorded, *only during instructional activities in the basic skills/major content areas. The contact does not have to be predominant during the minute; any adult contact regardless of its instructional content or length of occurrence should be recorded*

at the end of each minute. If the student has contact with more than two adults, the observer should check off the categories corresponding to the two adults whose contact with the student was predominant.

If the student is working on assigned activities, singly or in a group, without contact with an adult, the appropriate checkoff category would be No one. This category would likewise adhere if the student was watching a film, film strip, or teaching machine exclusive of adult contact. However, if instruction from an adult occurred concurrent with such viewing (of a film, etc.), the observer would mark the appropriate category under Person Delivering Instruction.

PLACE OF INSTRUCTION: The place where the instruction or activity occurred is recorded (classroom, reading lab, library, or other).

MATERIALS: The instructional materials used by the student under observation are identified. Minute-by-minute checkoffs are not necessary for this section. Categorization of the materials is as follows.

Teacher-made: Materials are developed by someone (teacher, aide, parent, etc.) from "scratch" (e.g., games, models, flashcards).

Teacher-prepared: Materials are assembled by the teacher from previously existing sources (e.g., dittos, xeroxed worksheets, laminated worksheets).

Student-made: Materials are constructed by the student (e.g., maps, models, special notebooks).

Commercial: Materials are manufactured commercially (e.g., textbooks, reference or library books, workbooks, games, audiovisual equipment).

Other: Materials are of commercial or non-commercial origin and do not fit readily into the other categories (e.g., art supplies, leaves, laboratory specimens, rocks).

The observer need not list such universal materials as chalkboards, overhead projectors, pens and pencils, and notebook paper.

The observer should list instructional materials as they are used, not on a minute-by-minute basis.

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PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED (Page 1 of 2)

STUDENTS	N	BASIC SKILLS/MAJOR CONTENT AREAS																						OTHER ACTIVITIES	
		READING			LANGUAGE ARTS			MATH			SOCIAL STUDIES			SCIENCE			UNDETERMINED*							
		ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	ON TASK	OFF TASK	TOTAL	ACTIVITIES	
TITLE I STUDENTS IN ...																									
K	18	:08	:00	:08	:44	:03	:47	:09	:00	:09	:06	:01	:07	:04	:00	:04	:45	:04	:49	4	:26				
1	20	:46	:05	:51	1:08	:05	1:13	:21	:02	:23	:04	:00	:04	:06	:01	:07	:22	:02	:24	3	:27				
2	19	:56	:06	1:02	:55	:11	1:06	:29	:03	:32	:01	:00	:01	:09	:01	:10	:17	:01	:18	3	:23				
3	20	:31	:01	:32	1:20	:10	1:30	:33	:04	:37	:07	:01	:08	:13	:01	:14	:16	:00	:16	3	:12				
4	18	:48	:05	:53	1:08	:08	1:16	:26	:03	:29	:11	:01	:12	:09	:00	:09	:21	:01	:22	3	:10				
5	19	:33	:06	:39	:57	:08	1:05	:38	:07	:45	:18	:00	:18	:13	:01	:14	:08	:00	:08	3	:22				
TITLE I STUDENTS IN ... 1-5	96	:43	:04	:47	1:06	:08	1:14	:30	:04	:34	:08	:00	:08	:10	:01	:11	:17	:01	:18	3	:19				
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:58	:04	1:02	:56	:04	1:00	:34	:02	:36	:06	:00	:06	:09	:00	:09	:11	:01	:12	3	:26				
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:43	:02	:45	1:10	:05	1:15	:38	:03	:41	:10	:01	:11	:10	:01	:11	:17	:01	:18	3	:09				
SCE STUDENTS IN ... 6	47	:43	:06	:49	:38	:07	:45	:38	:07	:45	:20	:05	:25	:14	:02	:16	:07	:01	:08	3	:23				
NON-SCE STUDENTS IN ... 6	18	:43	:08	:51	:37	:07	:44	:42	:04	:46	:17	:05	:22	:12	:03	:15	:12	:02	:14	3	:24				

* EXAMPLES OF UNDETERMINED ACTIVITIES WOULD BE: INSTRUCTIONAL GAMES, FILMS, AND LIBRARY ACTIVITIES THAT ARE NOT OBVIOUSLY RELATED TO PARTICULAR SUBJECT AREAS

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

SCHOOL HOURS SPENT IN EACH ACTIVITY BY STUDENTS OBSERVED (Page 2 of 2)

STUDENTS	N	OTHER ACTIVITIES									
		ART	MUSIC	P. E.	RECESS	LUNCH	BETWEEN CLASS	OTHER *	*NO INSTRUCTION**		BASIC SKILLS
TITLE I STUDENTS IN ...											
K	18	:12	:06	:10	:23	:32	:12	1:21	1:31		2:04
1	20	:10	:08	:06	:14	:30	:13	:32	1:34		3:03
2	19	:08	:10	:09	:11	:29	:17	:21	1:39		3:07
3	20	:10	:17	:09	:06	:29	:15	:23	1:23		3:18
4	18	:07	:16	:18	:02	:30	:15	:26	1:16		3:20
5	19	:11	:13	:15	:12	:30	:15	:22	1:23		3:08
TITLE I STUDENTS IN ... 1-5	96	:09	:13	:11	:09	:29	:15	:25	1:27		3:11
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:08	:14	:12	:12	:31	:14	:34	1:22		3:04
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:13	:13	:16	:07	:31	:16	:02	1:31		3:20
SCE STUDENTS IN ... 6	47	:14	:22	:28	:02	:26	:12	:06	1:32		3:10
NON-SCE STUDENTS IN ... 6	18	:12	:35	:18	:02	:28	:15	:07	1:27		3:11

* EXAMPLES OF OTHER ACTIVITIES ARE: SCHOOL ASSEMBLY, SESSION WITH COUNSELOR, KINDERGARTEN NAPS, SCHOOL FAIR

** EXAMPLES OF NO INSTRUCTION ARE: TRANSITIONAL ACTIVITY WITHIN THE CLASSROOM, ANNOUNCEMENTS, CLASSROOM MANAGEMENT BY TEACHER SUCH AS DISCIPLINARY ACTIVITIES AND GENERAL GIVING OF DIRECTIONS

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AUSTIN INDEPENDENT SCHOOL DISTRICT

PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

INSTRUCTIONAL HOURS DURING WHICH STUDENTS WERE IN CONTACT WITH ...

STUDENTS	N	TEACHER	LEARNING COORDINATOR	TI / SCE AIDE	COUNSELOR	TI / SCE READING TEACHER	OTHER *	NO ONE
TITLE I STUDENTS IN ...								
K	18	:56	:00	:04	:01	:00	:13	1:13
1	20	1:07	:00	:07	:00	:03	:28	1:38
2	19	:59	:05	:03	:01	:02	:30	1:47
3	20	1:02	:01	:03	:03	:02	:25	1:51
4	18	1:08	:01	:03	:05	:03	:16	1:48
5	19	1:08	:01	:01	:02	:01	:12	1:55
TITLE I STUDENTS IN ... 1-5	96	1:05	:02	:03	:02	:02	:22	1:48
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:59	:00	:00	:00	:02	:15	1:56
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	1:21	:00	:00	:00	:00	:06	2:00
SCE STUDENTS IN ... 6	47	1:13	:00	:00	:00	:02	:07	1:49
NON-SCE STUDENTS IN ... 6	18	1:22	:00	:01	:01	:00	:06	1:43

* OTHER INCLUDES: PARENT VOLUNTEERS, STUDENT TEACHERS, GUEST LECTURERS

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PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

INSTRUCTIONAL HOURS SPENT IN GROUPS WITH A SIZE OF ... (Page 1 of 2)

GROUP SIZE	TITLE I STUDENTS IN ... K	1	2	3	4	5	TITLE I STUDENTS AVERAGES 1-5	NON-TITLE I STUDENTS IN TITLE I SCHOOLS 1-5	NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS 1-5	SCE STUDENTS IN ... 6	NON-SCE STUDENTS IN ... 6
N	18	20	19	20	18	19	96	20	20	47	18
1	:50	1:27	1:40	1:51	1:45	1:54	1:42	1:50	1:49	1:54	1:45
2	:08	:10	:09	:15	:08	:09	:10	:14	:08	:08	:08
3	:04	:04	:05	:03	:06	:05	:05	:03	:02	:02	:03
4	:04	:04	:10	:03	:03	:03	:04	:10	:01	:02	:01
2-4	:16	:18	:24	:21	:17	:17	:19	:27	:11	:12	:12
5	:04	:09	:03	:03	:04	:03	:05	:02	:00	:01	:02
6	:04	:05	:03	:04	:02	:05	:04	:04	:00	:01	:01
7	:06	:04	:01	:04	:02	:01	:02	:03	:04	:01	:02
5-7	:14	:18	:07	:11	:08	:09	:11	:09	:04	:03	:05
8	:02	:02	:01	:03	:05	:02	:03	:02	:00	:02	:04
9	:00	:01	:01	:02	:05	:02	:02	:03	:02	:01	:01
10	:28	:06	:02	:03	:07	:01	:04	:04	:05	:02	:03
8-10	:04	:09	:04	:08	:17	:05	:09	:09	:07	:05	:08
11	:05	:02	:01	:02	:00	:03	:01	:05	:02	:01	:01
12	:01	:01	:01	:04	:02	:05	:02	:01	:02	:00	:00
13	:02	:00	:03	:03	:01	:02	:02	:01	:02	:01	:01
11-13	:08	:03	:05	:09	:03	:10	:05	:07	:06	:02	:02
14	:00	:01	:07	:02	:00	:01	:02	:00	:02	:02	:06
15	:13	:06	:02	:04	:01	:05	:03	:05	:01	:02	:02
16	:02	:03	:02	:03	:03	:04	:03	:01	:02	:00	:00

PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

INSTRUCTIONAL HOURS SPENT IN GROUPS WITH A SIZE OF ... (Page 2 of 2)

GROUP SIZE	TITLE I STUDENTS IN ... K	1	2	3	4	5	TITLE I STUDENTS AVERAGES 1-5	NON-TITLE I STUDENTS IN TITLE I SCHOOLS 1-5	NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS 1-5	SCE STUDENTS IN ... 6	NON-SCE STUDENTS IN ... 6
17	:02	:02	:03	:04	:06	:02	:03	:04	:02	:01	:01
18	:09	:01	:13	:03	:03	:08	:05	:11	:02	:02	:03
19	:21	:03	:10	:08	:10	:08	:08	:06	:01	:01	:01
20	:08	:05	:05	:08	:11	:09	:07	:04	:07	:03	:01
21	:45	:10	:03	:04	:02	:04	:05	:04	:07	:03	:02
22	:10	:09	:08	:05	:01	:00	:05	:01	:07	:07	:02
23	:00	:07	:06	:04	:04	:01	:04	:07	:04	:07	:05
24	:02	:05	:05	:01	:05	:00	:03	:00	:01	:05	:03
25	:01	:03	:00	:01	:00	:04	:01	:05	:04	:06	:09
26	:00	:01	:01	:00	:03	:01	:01	:00	:02	:03	:07
27	:00	:01	:00	:00	:00	:00	:00	:00	:08	:04	:13
28	:00	:05	:00	:00	:00	:00	:01	:00	:03	:04	:05
29	:01	:00	:00	:00	:00	:00	:00	:00	:02	:03	:03
30	:00	:00	:00	:00	:00	:00	:00	:00	:01	:03	:01
31	:01	:00	:00	:00	:00	:00	:00	:00	:01	:02	:00
32	:00	:00	:00	:02	:00	:00	:00	:00	:00	:01	:02
33	:00	:00	:00	:00	:00	:00	:00	:00	:00	:01	:00
34	:00	:00	:00	:00	:00	:00	:00	:01	:00	:00	:00
35	:03	:00	:00	:00	:00	:00	:00	:00	:01	:00	:02
14-35	:57	1:02	1:05	:49	:49	:47	:51	:49	:58	1:00	1:08
AVERAGE SIZE OF GROUP	10.35	8.50	7.66	6.60	6.89	6.29	6.96	6.55	8.36	8.53	9.52

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

MATERIALS USE IN TITLE I AND SCE SCHOOLS

STUDENTS	N	AMOUNT OF TIME MATERIALS ARE USED BY STUDENTS DURING READING										
				TEACHER PREPARED			COMMERCIAL					
		STUDENT MADE	TEACHER MADE	DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	OTHER
TITLE I STUDENTS IN ...											
K	18	:00	:00	:00	:00	:00	:06	:01	:00	:07	:00
1	20	:00	:01	:02	:04	:12	:28	:08	:24	:48	:00
2	19	:00	:02	:07	:01	:11	:14	:14	:00	:22	:03
3	20	:00	:31	:03	:01	:08	:06	:23	:00	:38	:02
4	18	:00	:04	:00	:01	:14	:14	:14	:01	:03	:01
5	19	:00	:02	:05	:02	:14	:21	:03	:03	:00	:00
TITLE I STUDENTS IN ... 1-5	96	:00	:02	:03	:02	:12	:10	:08	:01	:03	:01
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:00	:05	:51	:01	:18	:15	:08	:00	:30	:00
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:00	:01	:04	:03	:16	:16	:06	:00	:02	:00
SCE STUDENTS IN ... 6	47	:00	:00	:04	:00	:11	:14	:13	:00	:03	:02
NON-SCE STUDENTS IN ... 6	18	:00	:01	:04	:00	:13	:16	:10	:00	:02	:00

*STUDENT MADE : MATERIALS ARE CONSTRUCTED BY THE STUDENT (E.G. MAPS, MODELS, SPECIAL NOTEBOOKS, ETC.)
TEACHER MADE : MATERIALS ARE DEVELOPED BY SOMEONE (TEACHER, AIDE, PARENT, ETC.) "FROM SCRATCH" (E.G. GAMES, MODELS, FLASHCARDS, ETC.)
TEACHER PREPARED: MATERIALS ARE ASSEMBLED BY THE TEACHER FROM PREVIOUSLY EXISTING SOURCES (E.G. DITTOS, XEROXED WORKSHEETS, LAMINATED WORKSHEETS, ETC.)
COMMERCIAL : MATERIALS ARE MANUFACTURED COMMERCIALLY (E.G. TEXTBOOKS, REFERENCE OR LIBRARY BOOKS, WORKBOOKS, GAMES, AUDIO-VISUAL EQUIPMENT, ETC.)
OTHER : MATERIALS ARE OF COMMERCIAL OR NON-COMMERCIAL ORIGIN AND DO NOT FIT READILY INTO THE OTHER CATEGORIES (E.G. ART-TYPE SUPPLIES, LEAVES, LABORATORY SPECIMENS, ROCKS, ETC.)

ATTACHMENT IV
(page 6 of 12)

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AUSTIN INDEPENDENT SCHOOL DISTRICT

PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

MATERIALS USE IN TITLE I AND SCE SCHOOLS

STUDENTS	N	AMOUNT OF TIME MATERIALS ARE USED BY STUDENTS DURING LANGUAGE ARTS										
			TEACHER PREPARED				COMMERCIAL					
		STUDENT MADE	TEACHER MADE	DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	OTHER
TITLE I STUDENTS IN ...											
K	18	:02	:01	:06	:01	:00	:03	:07	:04	:11	:04
1	20	:05	:10	:07	:03	:09	:05	:09	:03	:04	:07
2	19	:01	:02	:06	:03	:09	:01	:19	:00	:05	:01
3	20	:00	:07	:04	:05	:18	:06	:12	:01	:05	:04
4	18	:00	:04	:06	:03	:23	:07	:10	:00	:04	:00
5	19	:01	:00	:05	:02	:26	:03	:09	:00	:03	:01
TITLE I STUDENTS IN ... 1-5	96	:01	:05	:06	:03	:17	:04	:12	:01	:04	:03
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:01	:26	:04	:05	:12	:02	:08	:25	:05	:25
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:01	:03	:10	:00	:17	:06	:07	:00	:08	:01
SCE STUDENTS IN ... 6	47	:00	:01	:05	:00	:17	:03	:07	:00	:00	:01
NON-SCE STUDENTS IN ... 6	18	:00	:00	:00	:00	:20	:04	:03	:00	:00	:00

*STUDENT MADE : MATERIALS ARE CONSTRUCTED BY THE STUDENT (E.G. MAPS, MODELS, SPECIAL NOTEBOOKS, ETC.)
TEACHER MADE : MATERIALS ARE DEVELOPED BY SOMEONE (TEACHER, AIDE, PARENT, ETC.) "FROM SCRATCH" (E.G. GAMES, MODELS, FLASHCARDS, ETC.)
TEACHER PREPARED: MATERIALS ARE ASSEMBLED BY THE TEACHER FROM PREVIOUSLY EXISTING SOURCES (E.G. DITTOS, XEROXED WORKSHEETS, LAMINATED WORKSHEEU , ETC.)
COMMERCIAL : MATERIALS ARE MANUFACTURED COMMERCIALLY (E.G. TEXTBOOKS, REFERENCE OR LIBRARY BOOKS, WORKBOOKS, GAMES, AUDIO-VISUAL EQUIPMENT, ETC.)
OTHER : MATERIALS ARE OF COMMERCIAL OR NON-COMMERCIAL ORIGIN AND DO NOT FIT READILY INTO THE OTHER CATEGORIES (E.G. ART-TYPE SUPPL S, LEAVES, LABORATORY SPECIMENS, ROCKS, ETC.)

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AUSTIN INDEPENDENT SCHOOL DISTRICT

PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

MATERIALS USE IN TITLE I AND SCE SCHOOLS

STUDENTS	N	AMOUNT OF TIME MATERIALS ARE USED BY STUDENTS DURING MATHEMATICS										
				TEACHER PREPARED			COMMERCIAL					
		STUDENT MADE	TEACHER MADE	DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	OTHER
TITLE I STUDENTS IN ...												
K	18	:00	:02	:02	:00	:00	:00	:02	:00	:00	:02
1	20	:00	:01	:02	:01	:03	:00	:08	:02	:00	:03
2	19	:00	:02	:03	:00	:03	:02	:14	:02	:00	:07
3	20	:01	:02	:04	:00	:14	:00	:02	:04	:03	:02
4	18	:00	:02	:00	:01	:11	:02	:07	:00	:00	:01
5	19	:01	:00	:06	:03	:13	:00	:05	:00	:01	:00
TITLE I STUDENTS IN ... 1-5	96	:00	:02	:03	:01	:09	:01	:07	:02	:01	:02
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:00	:03	:06	:02	:12	:00	:04	:01	:01	:01
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:00	:00	:06	:00	:14	:00	:08	:01	:02	:00
SCE STUDENTS IN ... 6	47	:00	:01	:09	:00	:21	:00	:07	:01	:01	:02
NON-SCE STUDENTS IN ... 6	18	:00	:00	:11	:00	:23	:00	:02	:01	:00	:02

*STUDENT MADE : MATERIALS ARE CONSTRUCTED BY THE STUDENT (E.G. MAPS, MODELS, SPECIAL NOTEBOOKS, ETC.)
TEACHER MADE : MATERIALS ARE DEVELOPED BY SOMEONE (TEACHER, AIDE, PARENT, ETC.) "FROM SCRATCH" (E.G. GAMES, MODELS, FLASHCARDS, ETC.)
TEACHER PREPARED: MATERIALS ARE ASSEMBLED BY THE TEACHER FROM PREVIOUSLY EXISTING SOURCES (E.G. DITTOS, XEROXED WORKSHEETS, LAMINATED WORKSHEEU , ETC.)
COMMERCIAL : MATERIALS ARE MANUFACTURED COMMERCIALLY (E.G. TEXTBOOKS, REFERENCE OR LIBRARY BOOKS, WORKBOOKS, GAMES, AUDIO-VISUAL EQUIPMENT, ETC.)
OTHER : MATERIALS ARE OF COMMERCIAL OR NON-COMMERCIAL ORIGIN AND DO NOT FIT READILY INTO THE OTHER CATEGORIES (E.G. ART TYPE SUPPL S, LEAVES, LABORATORY SPECIMENS, ROCKS, ETC.)

OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

MATERIALS USE IN TITLE I AND SCE SCHOOLS

STUDENTS	N	AMOUNT OF TIME MATERIALS ARE USED BY STUDENTS DURING SOCIAL STUDIES											
				TEACHER PREPARED			COMMERCIAL						
		STUDENT MADE	TEACHER MADE	DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	OTHER
TITLE I STUDENTS IN ...											
K	18	:00	:01	:01	:00	:00	:00	:00	:00	:03	:01
1	20	:01	:01	:00	:01	:00	:00	:00	:00	:02	:01
2	19	:00	:00	:00	:00	:00	:00	:00	:00	:00	:00
3	20	:00	:00	:00	:00	:00	:00	:00	:00	:03	:01
4	18	:00	:00	:00	:00	:00	:01	:00	:00	:05	:00
5	19	:00	:00	:02	:00	:03	:05	:00	:00	:07	:00
TITLE I STUDENTS IN ... 1-5	96	:00	:00	:00	:00	:01	:01	:00	:00	:03	:01
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:00	:00	:01	:02	:00	:00	:00	:00	:03	:01
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:00	:00	:00	:00	:00	:01	:00	:00	:04	:00
SCE STUDENTS IN ... 6	47	:01	:00	:04	:00	:06	:04	:02	:00	:04	:02
NON-SCE STUDENTS IN ... 6	18	:00	:00	:06	:00	:03	:03	:04	:00	:02	:01

*STUDENT MADE : MATERIALS ARE CONSTRUCTED BY THE STUDENT (E.G. MAPS, MODELS, SPECIAL NOTEBOOKS, ETC.)
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OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

MATERIALS USE IN TITLE I AND SCE SCHOOLS

STUDENTS	N	AMOUNT OF TIME MATERIALS ARE USED BY STUDENTS DURING SCIENCE										
				TEACHER PREPARED			COMMERCIAL					
		STUDENT MADE	TEACHER MADE	DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	OTHER
TITLE I STUDENTS IN ...											
K	18	:00	:00	:00	:00	:00	:00	:00	:00	:00	:02
1	20	:01	:01	:01	:00	:00	:00	:00	:00	:01	:02
2	19	:00	:00	:00	:01	:00	:00	:00	:00	:04	:00
3	20	:00	:00	:00	:00	:01	:00	:01	:00	:02	:06
4	18	:01	:00	:02	:00	:01	:00	:00	:00	:01	:02
5	19	:01	:00	:01	:01	:03	:00	:00	:00	:03	:00
TITLE I STUDENTS IN ... 1-5	96	:00	:00	:01	:00	:01	:00	:00	:00	:02	:02
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:02	:00	:03	:00	:00	:00	:00	:04	:04	:02
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:01	:02	:01	:01	:03	:01	:00	:00	:01	:01
SCE STUDENTS IN ... 6	47	:00	:00	:01	:00	:04	:00	:00	:00	:04	:02
NON-SCE STUDENTS IN ... 6	18	:00	:00	:01	:00	:02	:00	:00	:00	:04	:02

*STUDENT MADE : MATERIALS ARE CONSTRUCTED BY THE STUDENT (E.G. MAPS, MODELS, SPECIAL NOTEBOOKS, ETC.)
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ATTACHMENT IV
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OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

MATERIALS USE IN TITLE I AND SCE SCHOOLS

STUDENTS	N	AMOUNT OF TIME MATERIALS ARE USED BY STUDENTS DURING UNDETERMINED										
			TEACHER PREPARED			COMMERCIAL						
		STUDENT MADE	TEACHER MADE	DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	OTHER
TITLE I STUDENTS IN ...												
K	18	:00	:02	:01	:01	:00	:01	:01	:13	:09	:11
1	20	:00	:01	:02	:00	:00	:02	:00	:03	:07	:04
2	19	:00	:01	:02	:00	:00	:02	:00	:03	:04	:02
3	20	:00	:01	:01	:00	:00	:01	:00	:04	:02	:04
4	18	:00	:00	:00	:00	:00	:01	:00	:01	:06	:02
5	19	:01	:00	:00	:00	:00	:00	:00	:00	:00	:02
TITLE I STUDENTS IN ... 1-5	96	:00	:01	:01	:00	:00	:01	:00	:02	:04	:03
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:01	:00	:00	:00	:00	:01	:00	:04	:01	:01
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:00	:01	:00	:00	:01	:01	:00	:02	:02	:06
SCE STUDENTS IN ... 6	47	:00	:00	:01	:00	:00	:01	:00	:00	:01	:04
NON-SCE STUDENTS IN ... 6	18	:00	:00	:00	:00	:01	:01	:00	:00	:00	:04

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ATTACHMENT IV
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OFFICE OF RESEARCH AND EVALUATION
AUSTIN INDEPENDENT SCHOOL DISTRICT

PUPIL ACTIVITY RECORD (PAR) SUMMARY - 1976-1977

MATERIALS USE IN TITLE I AND SCE SCHOOLS

STUDENTS	N	AMOUNT OF TIME MATERIALS ARE USED BY STUDENTS DURING ALL AREAS										
				TEACHER PREPARED			COMMERCIAL					
		STUDENT MADE	TEACHER MADE	DITTOS	OTHER	TEXTS	OTHER BOOKS	WORKBOOKS	GAMES	AUDIO VISUAL	OTHER
TITLE I STUDENTS IN ...											
K	18	:02	:06	:10	:03	:00	:10	:12	:17	:24	:29
1	20	:07	:16	:13	:09	:25	:15	:24	:10	:17	:21
2	19	:01	:07	:17	:05	:23	:19	:47	:05	:17	:16
3	20	:01	:12	:12	:07	:41	:14	:17	:09	:17	:21
4	18	:01	:11	:08	:05	:50	:24	:31	:01	:21	:07
5	19	:04	:03	:19	:08	:59	:18	:17	:03	:16	:03
TITLE I STUDENTS IN ... 1-5	96	:03	:10	:14	:07	:39	:18	:27	:06	:18	:14
NON-TITLE I STUDENTS IN TITLE I SCHOOLS ... 1-5	20	:04	:35	:19	:09	:42	:19	:21	:34	:17	:30
NON-TITLE I STUDENTS IN NON-TITLE I SCHOOLS ... 1-5	20	:02	:07	:22	:04	:50	:24	:21	:03	:19	:13
SCE STUDENTS IN ... 6	47	:01	:02	:24	:00	1:00	:22	:28	:01	:13	:14
NON-SCE STUDENTS IN ... 6	18	:00	:01	:22	:00	1:03	:25	:19	:01	:07	:09

*STUDENT MADE : MATERIALS ARE CONSTRUCTED BY THE STUDENT (E.G. MAPS, MODELS, SPECIAL NOTEBOOKS, ETC.)
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